



# Music | Puoro Level 1 NCEA Course Outline 2025

Welcome to your Level 1 NCEA Music for 2025, and to an exciting year of learning. Your course is planned to provide you with opportunities to achieve success in NCEA while developing your knowledge and capabilities as a musician.

***Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa***  
Artistic excellence makes the world sit up in wonder

***He ika kai ake i raro, he rapaki ake i raro***  
As a fish nibbles from below, so the ascent of a hill begins from the bottom

While the Rangi Ruru Music programme includes the study, creation and performance of music within a diverse range of global music traditions, it is grounded in the fact that we are musicians of, and in, today's Aotearoa New Zealand. Music is a social document; an expression of, and a way of connecting with, language, identity and culture; it is a waka to explore diverse worldviews.

Understanding your own musical whakapapa, and how it intersects with that of the music that you are performing, creating or studying, is crucial for you to successfully make meaning of it in their own time and place. Exploring and strengthening the tikanaga of making music is a core component of being a Rangi Ruru musician.

## What will I learn in Music this year?

The kaupapa of the course is based around the following concepts:

- **Whanaungatanga:** the class is a musical community (within the wider Rangi Music whānau), based on trust and mutual support for each member's aspirations.
- **Manaakitanga:** the class is made up of individuals with diverse knowledge, experience and interests, all of which are legitimate and supported.
- **Ako and Whakaute:** all members of the class can all learn from each other. We do this by having respect for ourselves, for our audience, and for our music.
- **Ihi, Wehi, and Wana:** Ihi refers to the projection of a performer's personal magnetism and passion which elicits in the beholder a response of awe or respect. Wehi refers to the awe in which charismatic performers or performances are held. Wana refers to the excitement generated by a performer or performance. Together, they form the expectation for expressing a performance with artistic and technical proficiency. Having ihi, wehi, and wana allows the performer to embody and express a performance to others.
- **Be Your Best:** success looks different for each member of the class, but the pursuit of personal excellence is a universal goal in the performing arts.



There are three main strands that run through the Music course: **performing music**, **creating music**, and **studying music**. In general, the course is taught holistically, with all aspects covered throughout the year. Many skills and dispositions reflective of the **Rangi Graduate** and **Rangi Values** are developed that are crucial for musicians, and these form the basis of teaching and learning in the course:

- **Confidence, self-belief and resilience:** Every performance is a risk. Successful musicians embrace this and, while demonstrating **Rikarika | Endeavour** and striving for their best, accept that there is no such thing as a 'perfect' performance.
- **Creativity:** Music is a creative pursuit. In senior Music classes, you really begin to develop your own voice and style as a performer and creator. Being true to your own musical voice is a demonstration of **Tika | Integrity**.
- **Self-management:** motivating and organising yourself to consistently practice your instrument and work on composition. Preparing for performance and creating original music are processes that require **Rikarika | Endeavour**, and consistent time over a sustained period.
- **Collaboration, empathy and connectedness:** Creating and making music are collaborative processes. There are many opportunities to share and be inspired by the other members of the class and wider Rangi Music whānau. **Aroha, Whakaute | Respect** and **Manaakitanga | Generosity of Spirit** are all crucial to the successful functioning of this whānau.

### What sorts of things will I do?

The majority of the course programme will be covered in classes throughout the year. Please see your class materials for a more detailed breakdown of the timeline.

#### Introductory unit: Musician of the Month (Term 1)

Discussing the tikanga of being a musician in Aotearoa in 2025.

Exploring your own musical identity, by diving deeply into the following two questions:

- *Who am I as a musician?*
- *What is my musical whakapapa?*

Through this unit, you will set some goals and priorities for your Level 1 Music course.

#### Performing music (throughout the year)

- Discussing how to prepare and perform effectively, including through discussion of practice techniques, goal-setting, mental performance skills, and through giving and receiving feedback on performances within the class.
- Group performance: this may be in and/or out of class.
- Solo performance: there will four in-class performance opportunities, during Terms 1, 2, 3. Each student must perform at least twice and film at least one solo performance across these dates. Any of these dates may be treated as workshop (not recorded) or performance (recorded). A piece may only be presented for recorded performance once.
- By the end of Term 3, students must have created a performance portfolio consisting of at least three filmed performances, including at least one solo and one group performance.

*To succeed in the course, it is required that you are having regular tuition on an instrument/voice for the full year. You should also be part of a Rangi co-curricular music group for the full year. Please see the document **NCEA Music Performance Standards, Level 1, Guidelines 2025**, for further information about this aspect of the course.*

**Creating music (mostly Terms 2 and 3)**

- a) Learning about the techniques and compositional devices that composers use to create effective original music.
- b) Developing your knowledge of notating music within Sibelius, and recording and sequencing music in Logic.
- c) Developing your understanding of how original music is constructed through re-creating aspects of an existing piece of music in Logic. You may choose to develop this into a submission for AS 91948 (Music 1.1 *Use music skills in a music style*, 5 credits) at the start of Term 4.
- d) Composing one or more pieces of original music. You may choose to submit one of these for assessment for AS 91951 (Music 1.4 *Shape music ideas to create an original composition*, 5 credits) at the start of Term 4.

*Students will submit for assessment in one of AS 91948 or AS 91951. Students may choose, with guidance, to submit for both standards. In this case, one will be submitted near the middle of Term 3.*

**Studying music: Materials of Music, Music Contexts (mostly during Terms 1 and 2)**

- a) Developing knowledge and ability to recognise and identify elements of music aurally, and to transcribe it by notation. You may choose to develop this into a submission for AS 91948 (Music 1.1 *Use music skills in a music style*, 5 credits) at the start of Term 4.
- b) Developing knowledge of conventions in a range of music scores to expand your musical literacy in notation.
- c) Developing your ability to improvise on your chosen instrument.
- d) Studying a variety of works of music, including listening, analysis, performance, and research into the contexts in which the works were created. These will include works from both Māori and non-Māori contexts.

*To succeed in the course, it is required that you are working at the equivalent of Grade 2 theory by the start of the course.*

**Pulling it all together: Class Concert (Term Four: Wednesday 22 October, 6:30pm, MLT)**

Participating in a Year 13 Commercial Music-led showcase performance, focussing on solo/group/class performances and original music created by members of the class. All production elements of the concert (including sound, lights, promotion) will be completed by students, led by the Year 13s and supported by Year 11s. This is not an assessment-focussed performance.

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**Standard 91949 will be completed by all members of the class.**

*In addition, students will submit for one or both of 91948 and 91951.*

Achievement Standard Number	Subject reference	Version number	Topic/Title	Mode of Assessment	Credits
<a href="#">91948</a>	1.1	3	Use music skills in a music style	Internal	5
<a href="#">91949</a>	1.2	3	<b>Demonstrate music performance skills</b>	<b>Internal</b>	<b>5</b>
<a href="#">91951</a>	1.4	4	Shape music ideas to create an original composition	External	5

## How and when will my work be assessed?

Assessment for learning is an ongoing process of self-reflection throughout the course. We encourage students to give themselves and others positive and next-step feedback.

Formal assessments are as follows:

### All students:

- Music 1.2 *Demonstrate music performance skills*, 5 credits, internal, AS 91949:
  - o By the end of Term 3, students must have created a performance portfolio consisting of at least three filmed performances, including at least one solo and one group performance.
  - o Group performance – out of class as applicable, e.g. Chamber Music, RockQuest, school performance.
  - o Solo performance – there will four in-class performance opportunities, during Terms 1, 2, 3. Each student must perform at least twice and film at least one solo performance across these dates. A piece may only be presented for recorded performance once.
    - Performance workshop/opportunities in class are:
      - Term 1, Week 9, week of 24 March
      - Term 2, Week 4, week of 19 May
      - Term 2, Week 8, week of 16 June
      - Term 3, Week 7, week of 1 September
  - o From this portfolio, select and write up one performance and submit by **Monday 19 September (Term 3, Week 9)**

### One or both of the following standards:

- Music 1.4 *Shape music ideas to create an original composition*, 5 credits, external, 91951.
- Music 1.1 *Use music skills in a music style*, 5 credits, internal, 91948.

**Due date: Friday 10 October (Term 4, Week 1)**

Students may choose, with guidance, to submit for both standards. In this case, one AS will be submitted near the middle of Term 3.

*If you have any questions about the course and/or assessment please contact your classroom teacher or Head of Curriculum Music, Mr Thin.*

*The Director of Music, Mrs Kingsbury, can answer general music enquiries, including regarding itinerant music lessons and co-curricular music groups.*

*Ms Schönberger can answer questions regarding Rock Bands and the Commercial Music programme.*

**Be your best and enjoy your music!**